

Utah MTSS 3-Tier Definitions

Multi-Tiered System of Supports (MTSS) is a framework for implementing systemic, evidence-based practices to maximize student achievement in academics and behavior in preparation for and leading to College and Career Readiness. The MTSS model includes Universal, Targeted, and Intensive levels of support, which are defined below for identified critical components. Universal (Tier 1) represents those supports provided to all students. Tier 1 practices should be implemented with fidelity prior to addressing practices for Tier 2 or 3. Targeted (Tier 2) represents additional supports provided to remediate or accelerate student success. Intensive (Tier 3) represents individually-responsive supports intended to further remediate or accelerate student success and do not necessarily equate to special education services. Individually-responsive supports are developed based on individual need but may be provided in a small group or individual format. Tier 2 and 3 supports are provided *in addition to*, not in place of, Tier 1 instruction.

Critical Component	Universal (Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)
High-quality instruction Evidence-based instruction differentiated for students who perform below or above level, based on relevant content and professional standards. This includes instructional strategies, textbooks, and materials used for instruction, which should be evidence-based, aligned to the Utah Core Standards, and selected to address the needs of the students.	Rigorous grade-level Core instruction using evidence-based curriculum and instructional strategies that include Universal Design for Learning (UDL) principles. Differentiation provided for students considering various modes of delivery and learning needs.	Supplemental instruction and supports systematically delivered in addition to, and aligned with, the grade-level Core. These supports address the needs of students who have not responded sufficiently to Tier 1 instruction or who would benefit from enrichment activities. For students who are low-performing, supports may include adapted strategies, increased frequency, intensity, and/or time. For students who are high-performing, enrichment supports may include an increase in breadth, depth, pacing, and/or complexity. Supports for low- or high-performing students do not negatively impact time spent in Tier 1 Core content instruction.	Individually-responsive instruction and supports delivered in addition to, and aligned with grade-level Core. These supports address specific needs of students who are most at risk or have not responded to Tier 2 interventions. For students who are low-performing, supports represent the use of adapted strategies and an increase in frequency, intensity, and/or time, and do <i>not</i> necessarily equate to special education services. For students who are high-performing, enrichment supports are more individually planned and provide greater opportunity for nurturing talents. Supports for students who are high- or low-performing should not negatively impact time spent in Core content instruction. Tier 3 supports may be provided in small group or individual format.
Data-based decision making using multiple data sources (reported to parents/students as needed).	Ongoing evaluation of all students using formative assessments, grades, and SAGE to identify academic and social-behavior needs of students.	Progress monitoring of students receiving targeted supports every 2–4 weeks, using reliable tools sensitive to incremental change.	Progress monitoring of students receiving intensive supports at least weekly, using valid, reliable tools sensitive to incremental change.

Critical Component	Universal (Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)
Team-based problem solving District or building leadership teams use a structured problem-solving process to identify problems, barriers, and solutions; prioritize and set goals; identify or develop and implement intervention; and evaluate outcomes.	School-, grade-, subject-, and/or class-wide Professional Learning Communities (PLCs) and School Leadership Teams use a problem-solving process to plan and evaluate academic and behavior supports.	Teams use a problem-solving process to select, implement, and evaluate Tier 2 supports.	Teams use a problem-solving process to select, implement, and evaluate Tier 3 supports.
Proactive school climate and structure Evidence-based efforts to improve school climate, safety and learning include prevention, wellness promotion and interventions that balance physical and psychological safety with effective, positive school discipline within a close collaborative community.	Create school-wide environments that support individual and collaborative learning, positive social interaction, active engagement in learning, and self-motivation. Practices should focus on effective management of behavior in the classroom and in all school settings using positive, proactive supports (e.g., Positive Behavior Interventions and Supports [PBIS]).	Supplemental supports for some students who are in need of behavior support (including social skills instruction and social-emotional support) in addition to school-wide plan.	Individually-responsive supports for students with high-risk behaviors (students may be academically low- or high-performing). Requires collaboration with families, specialists, community agencies, medical professionals, and juvenile justice systems, commonly known as wrap-around services. Tier 3 supports do <i>not</i> necessarily equate to special education services and may be provided individually or in a small group format.
College and Career Readiness Students should have education and career goals that will prepare them to experience fulfilling lives, actively participate as educated citizens, and thrive in a particularly competitive and global marketplace. To attain this, students need wide-ranging, rigorous academic preparation including attention to social, emotional, and physical development.	Student planning focused on College and Career Readiness including the acquisition of vital knowledge, skills, dispositions, and career literacy for student success in preK-12+.	Supplemental, systematic, data-driven support for students at risk of leaving school unprepared for college, career, and independent living (such as school failure, excessive absenteeism, dropout or unemployment). Some students who are high-performing are provided an opportunity to take rigorous coursework toward college credit.	Individually-responsive, data-driven supports for students at high risk for leaving school unprepared for college, career, and independent living (such as school failure, excessive absenteeism, dropout or unemployment) including transition planning and/or wrap-around services. Some students who are high-performing are provided opportunity to receive an Associate's Degree in high school or enter college early.
Equitable education for all Educational equity promotes equal access regardless of race, color, national origin, gender, disability, age, religion or disability.	Data-driven equitable access and practices for Core instruction are created through cultural competency and consideration for diversity, language supports, and in collaboration with families, colleagues, and other professionals.	Supplemental small group supports and/or opportunities provided to students to take into consideration related cultural, language, and home factors.	Individually-responsive supports and/or opportunities provided to students to take into consideration related cultural, language, and home factors.